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ABSTRACT

The internal consistency of the Self Assessment Instrument of Chapter 1 Program Quality (SAICPQ) was studied. This instrument is widely used to assess the implementation of exemplary practices in compensatory education. The SAICPQ is a self-report questionnaire consisting of 13 subscales representing correlates of achievement in studies of effective schools and classrooms. Out of a total of 201 educators familiar with Chapter 1 in 40 school districts in four states, 167 educators returned completed self-assessment instruments. The reliability of the total instrument and each subscale was computed. Further analysis then suggested rough ranking of the subscales by the degree of construct integrity. Exploratory factor analyses then further described the relationship of items to subscales. All but two subscales had reliabilities above 0.80, indicating generally strong internal consistency. Analysis suggested that subscales E (staff development) and G (leadership) may be reliable measures of distinct constructs and in little need of revision, but that subscales A (climate) and M (excellence rewarded) did not appear to measure distinct constructs. Exploratory factor analysis also provided moderate evidence of support for the overall construct integrity of the self-assessment instrument. Modifications to improve the internal consistency of the instrument are discussed. Four tables and one graph present study data. The SAICPQ is appended. (SLD)

The Chapter 1 Self-Assessment Instrument: Internal Consistency of a Program Improvement Tool

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The Chapter 1 Self-Assessment Instrument: The Internal Consistency of a Program Improvement Tool

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The recent re-authorization of Chapter 1 emphasizes policies intended to increase accountability and to bring about improved program effectiveness. Schools which cannot document adequate improvement in the achievement of their Chapter 1 students must develop and implement plans to improve their instructional effectiveness. Program managers charged with planning improvements must decide how best to focus their efforts. To facilitate these decisions, rational change models often involve self-assessment techniques, in which information is gathered about program practices believed to be empirically associated with positive outcomes. The purpose of this study is to examine the internal consistency of a widely used instrument for assessing the implementation of exemplary practices in compensatory education.

The Self Assessment Instrument of Chapter 1 Program Quality was initially developed by the Chapter 1 Technical Assistance Center at Northwest Regional Educational Laboratory as a program improvement device. Since its development, it has been used in more than 400 school districts, and has been incorporated into improvement processes directed by several state educational agencies. The instrument is a self-report questionnaire consisting of 13 subscales representing correlates of achievement in studies of effective schools and classrooms (e.g., positive climate, clear goals and objectives, high proportion of academic learning time). The subscales correspond to program attributes employed by the U.S. Department of Education in its national program of recognition for compensatory education programs (see Griswold, 1985). Each subscale consists of 5 items (statements) scored from 1 ("Not At All Like Our Program") to 5 ("Very Much Like Our Program").

The instrument is intended to be completed by local educators with first-hand knowledge of the local Chapter 1 project, including teachers, administrators, and educational aides. The scale is not intended to provide an overall rating of program quality. Instead, a comparison of subscale scores is used to inform decisions regarding which aspects of program implementation are in need of improvement. Given this intended use, the validity of the instrument depends greatly on the construct validity of the separate subscales. To our knowledge, no previous studies of the psychometric properties of the instrument have been conducted.

Construct validation typically involves three aspects: (1) specifying the domain of observables related to the construct; (2) determining the extent to which the observables tend to measure the same thing or several different things, and (3) determining the extent to which the measures produce results which are predictable from highly accepted theoretical hypotheses concerning the construct (Nunnally, 1978, p. 98; Smith & Glass, 1987, p. 85). In this study, we are concerned with the second aspect, that is, determining whether the items which make up a particular subscale of the instrument appear to be measuring an identifiable construct which is distinct from the constructs measured by other subscales.

Overview of Method

Completed Self Assessment Instruments were collected from 201 educators familiar with Chapter 1, representing approximately 40 school districts in 4 states. Of these, 34 cases were omitted because they contained missing data on one or more variables, leaving 167 complete cases for analysis.

The analysis proceeded in three steps. First, the reliability of the total instrument and each subscale was computed. Next, the complete correlation matrix of zero-order Pearson product-moment item correlation coefficients was then analysed to compare within-subscale item correlations to correlations outside the subscales. This analysis suggested a rough ranking of subscales by degree of construct integrity. Last, exploratory factor analyses were then conducted to further describe the relationship of items to subscales. Each of the three analyses is discussed in turn, describing the method in fuller detail, and then the results.

Reliability Analysis

The SPSSPC Reliability program (Norusis, 1988) was used to determine the internal consistency reliability (Cronbach's alpha) for the total instrument and for each subscale. Subscale reliabilities ranged from .70 to .91, as shown in Table 1. Reliability for the total instrument was .97.

Table 1
Subscale Reliabilities (Cronbach's Alpha)
of the Chapter 1 Self Assessment Instrument

Subscale	Reliability
A (Climate)	.70
B (Clear Goals)	.83
C (Coordination)	.85
D (Parent Involve)	.84
E (Staff Develop)	.90
F (Evaluation Used)	.86
G (Leadership)	.91
H (Instruction)	.90
I (Time on Task)	.88
J (Expectations)	.88
K (Monitor Prog)	.89
L (Feedback)	.88
M (Rewards)	.74
TOTAL INSTRUMENT	.97

All but two subscales have reliabilities above .80, indicating generally strong internal consistency.

Correlation Matrix Analysis

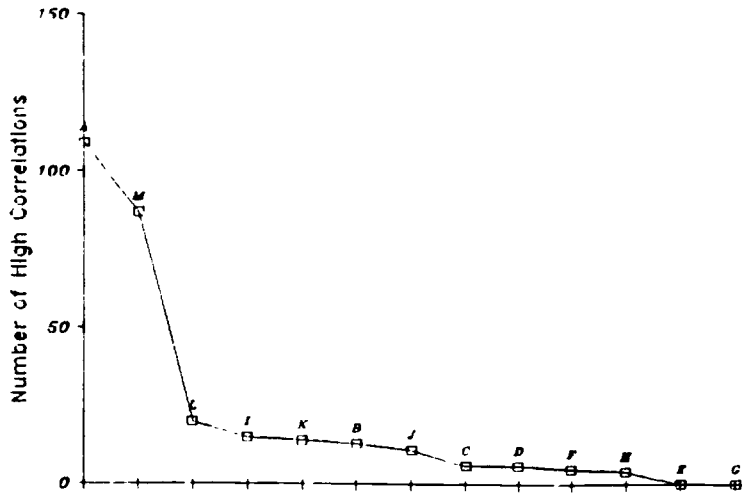
Items making up a subscale should correlate highly with each other, and should correlate less highly with items in other subscales. As an internal prerequisite for construct validity, the correlation matrix of all 65 items was examined to compare within-subscale item correlations to correlations between subscale and off-scale items. Cases containing missing values for any item were deleted, leaving 167 cases for analysis. The average within-subscale item correlation was computed. Then, the average correlation of each subscale item with the other items comprising the subscale was computed. This number was used as a criterion to determine how often a subscale item correlated higher with off-scale items than with other subscale items. Ideally, this number should be zero: subscale items should always correlate higher with other subscale items than with off-scale items. Thus, large counts of high off-scale correlations argue against construct validity even when the reliability of a subscale is high. Counts of high off-scale correlations were summed for each scale, and displayed in Table 2.

Table 2
Average within-scale item correlations and counts of higher correlations of scale items with off-scale items.

Scale	r_{items}	Count of $r_{ij} > r_{item}$ (of 300 possible)
A (Climate)	.54	109
B (Clear Goals)	.51	13
C (Coordination)	.56	6
D (Parent Involve)	.51	6
E (Staff Develop)	.65	0
F (Evaluation Used)	.56	5
G (Leadership)	.67	0
H (Instruction)	.65	4
I (Time on Task)	.61	15
J (Expectations)	.60	11
K (Monitor Prog)	.62	14
L (Feedback)	.61	20
M (Rewards)	.37	87

The distribution of counts of high correlations of scale items with off-scale items (exceeding average within-scale correlations) is displayed in Figure 1.

Figure 1.
Number of High Correlations
of Scale Items with Offscale Items



The existing scales can be grouped into four initial categories of construct integrity, based upon the following rough criteria of high internal correlation and low external correlation.

High construct integrity: internal correlations are above .5 and consistently higher than external correlations.

Medium High: internal correlations exceed 98% of external correlations.

Medium: Internal correlations exceed 90% of external correlations.

Low: Internal correlations average less than .4 and exceed fewer than 75% of external correlations.

These criteria result in the evaluation of subscale construct integrity shown in Table 3.

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Table 3
Construct Integrity of 13 Subscales

High
- E (Staff Development)
- G (Leadership)

Medium High
- C (Coordination)
- D (Parent Involvement)
- F (Evaluation Used)
- H (Instruction)

Medium
- B (Clear Goals)
- I (Time on Task)
- J (Expectations)
- K (Monitor Progress)
- L (Feedback)

Low
- A (Climate)
- M (Excellence Rewarded)

This analysis suggests that subscales E (staff development) and G (leadership) may be reliable measures of distinct constructs, and in little need of revision. Internal consistency estimates of their reliability (Cronbach's alpha) are also high: .90 and .91 respectively. On the other hand, subscales A (climate) and M (excellence rewarded) have low internal reliability (.70 and .74) and do not appear to measure unique constructs, and should be dropped or re-thought. The remaining 9 subscales occupy a middle ground.

Factor Analysis

Factor analysis provides a more extensive examination of inter-item correlations to provide evidence about the extent to which combinations of items relate to the same thing. From the previous analysis, it could be supposed that subscales E (Staff Development) and G (Leadership) define unique factors, while subscales A (Climate) and M (Excellence Rewarded) could be expected to split among several factors.

An exploratory factor analysis was undertaken, in which factors were not pre-determined. This approach was used rather than a confirmatory approach because no previous pilot studies had been undertaken to support the existence of distinct factors, and because logical inspection of the items suggested the likelihood of common factors drawing items from several scales. Two partial analyses were done to avoid an overly low ratio of subjects to variables. Nunnally (1978, p. 436) has suggested that a ratio of 10 subjects per variable is "relatively large", while low ratios (say, 2 to 1) are likely to result in spurious factors by chance. Our analyses employed 167 subjects and 40 variables at a time, a ratio just over 4:1. Three subscales were employed in both analyses to provide an indication of consistency.

The principal-components method of factor condensation was used. In each of the two analyses, seven factors were identified with Eigenvalues greater than 1. Kaiser's (1958) Varimax method of orthogonal rotation was used to simplify the factor structure. The results of the first analysis, employing subscales B (Clear Goals), D (Parent Involvement), E (Staff Development), H (Appropriate Instruction), J (High Expectations, K (Regularly Monitored Progress), and L (Regular Feedback) is shown in Table 4. Factor loadings greater than .5 are highlighted.

Table 4

Factor Analysis 1
Varimax Rotated Factor Matrix

VAR	FAC1	FAC2	FAC3	FAC4	FAC5	FAC6	FAC7
B1	.260	.289	.232	.633	-.027	.008	.068
B2	.400	.124	.216	.701	.052	-.004	.085
B3	.284	.039	.129	.734	.273	-.001	.016
B4	.412	.226	.292	.581	.052	-.084	.095
B5	.129	.115	.760	.334	.012	.014	.019
D1	.208	.150	.833	.157	.054	-.053	.003
D2	.149	.145	.809	.034	.244	.154	-.002
D3	.326	.207	.441	.304	.341	.262	-.100
D4	-.032	.185	.396	.106	.626	.211	.080
D5	-.017	.305	.448	.180	.557	.179	.146
E1	.229	.764	.229	.056	-.104	-.008	.157
E2	.090	.855	.053	.126	.062	.141	.114
E3	.134	.850	.083	.144	.105	.121	.037
E4	.348	.634	.088	.102	.226	.053	-.105
E5	.192	.837	.096	.088	.162	.163	-.065
H1	.674	.175	.072	.192	.370	.008	.044
H2	.700	169	.157	.189	.272	.026	-.189
H3	.740	.161	.095	.044	.458	-.007	-.049
H4	.709	.129	.145	.101	.421	.022	.015
H5	.736	.244	.067	.112	.327	.022	.019
J1	.670	.180	.086	.035	.082	.019	.475
J2	.531	.057	.066	.129	.116	.061	.639
J3	.629	.153	.035	.175	.027	.111	.556
J4	.811	.127	.046	.135	.145	.059	.168
J5	.717	.132	.006	.158	.199	.101	.226
K1	.593	.299	.177	.211	-.067	.171	.078
K2	.742	.138	.128	.215	-.041	.162	.113
K3	.682	.060	.137	.284	-.174	.281	-.102
K4	.810	.112	.100	.244	-.029	.203	.011
K5	.713	.117	.211	.262	.002	.151	-.156
L1	.808	.039	.166	.154	-.030	-.004	.172
L2	.687	.033	.253	-.096	-.133	-.480	.255
L3	.678	.256	.335	.051	-.218	-.016	.076
L4	.781	.161	.153	.109	-.139	.059	.146
L5	.789	.170	.097	.310	.034	.111	.012
M1	.660	.085	.035	.227	.009	.250	.235
M2	.511	.054	.052	.320	-.028	.485	.091
M3	.280	-.014	.602	.104	.138	.376	.117
M4	.181	.203	.153	-.165	.107	.751	-.009
M5	.144	.444	.130	.028	.192	.621	.093

Interpretation of Factor Analysis 1

The first Varimax rotation provides strong support for the construct integrity of two subscales, B (Clear Goals) and E (Staff Development). All items but one in subscale B load on Factor 4, which has no high loadings outside the subscale. All items in Subscale E load on Factor 2, also with no high loadings outside the subscale.

The 4 items with high loadings on Factor 3 all have to do with communication between school and parents. The fact that these items are drawn from three subscales indicates a needed revision. Item B5, "Most parents are aware of program goals," an item purportedly measuring 'Clear Goals and Objectives," clearly belongs on the same scale with item D1, "Parents are aware of their child's Chapter 1 objectives and activities" and M3, "Parents are regularly told about student successes.

Factor 5, defined by loadings from two items on the Parent Involvement subscale (D), apparently identifies a different dimension of parent involvement. Since these two items also load moderately on Factor 3 and generally correlate higher with other subscale D items than with off-scale items, it appears that this factor can safely be ignored.

Subscales H (Instructional Methods), J (High Expectations), K (Monitoring Progress), and L (Regular Feedback) all load consistently on Factor 1, which might be labeled "Quality of Instruction." While the reliability analysis, reported earlier, indicates adequate internal consistency for each of these subscales, the factor analysis and analysis of correlation coefficients suggests that they do not provide measures of clearly distinct constructs. The analysis provides support for combining them into a single scale.

The five items that make up Subscale M (Excellence Recognized and Rewarded) are distributed among three orthogonal factors. This is not surprising, given the relatively low reliability of the subscale (.74) and the number of high correlations of scale items with offscale items. The factor analysis provides additional evidence that this subscale should be dropped or completely revised.

Factor Analysis 2

The second factor analysis employed the same principal factor condensation and Varimax rotation with 8 subscales: A (Positive Climate), C (Coordination with the Regular Classroom), E (Staff Development), F (Evaluation Used for Program Improvement), G (Leadership), H (Appropriate Instruction), I (Academic Learning Time), and K (Closely Monitored Student Progress). Three of these subscales (E, H, and K) overlap with the first analysis.

The results of the second factor analysis are shown in Table 4. Factor loadings greater than .5 are boxed.

Table 4

Factor Analysis 2
Varimax Rotated Factor Matrix

VAR	FAC1	FAC2	FAC3	FAC4	FAC5	FAC6	FAC7
A1	.378	-.073	.296	.449	.071	.279	.032
A2	-.074	.125	.221	.524	.027	.532	-.004
A3	.107	-.106	.038	.583	.200	.167	.324
A4	.130	.181	.083	.148	.010	.082	-.001
A5	.503	.034	.282	.149	.255	.065	.067
C1	.422	.109	.336	.171	.522	.153	.032
C2	.554	.075	.296	.108	.534	.128	.093
C3	.133	.213	.252	-.033	.776	-.134	.083
C4	.264	.156	.126	-.003	.774	.153	.119
C5	.155	.121	-.051	.220	.755	.225	.161
E1	.104	.707	.213	.163	.040	.000	.113
E2	.100	.858	.139	.098	.111	.063	.006
E3	.131	.838	.209	.082	.101	.105	.022
E4	.329	.603	.135	-.047	.150	.227	.100
E5	.138	.810	.220	.001	.168	.219	.073
F1	.258	.320	.052	.083	.161	.639	.185
F2	.187	.207	118	.030	.003	.705	.182
F3	.323	.036	.213	.075	.175	.746	.201
F4	.388	.172	.470	.155	.160	.517	.101
F5	.449	.056	.492	.187	.137	.399	.066
G1	.245	.398	.686	.017	.051	.149	.088
G2	.155	.242	.654	.177	.211	.136	.291
G3	.035	.504	.675	.120	.114	.071	.138
G4	.070	.485	.625	-.076	.211	.094	.215
G5	.052	.385	.698	.116	.127	.158	.056
H1	.736	.171	.014	.119	.095	.246	.204
H2	.600	.102	.269	.069	.263	148	.310
H3	.736	.171	.014	.119	.095	.246	.204
H4	.700	.141	.085	.161	.289	.294	.126
H5	.600	.102	.269	.059	.263	.148	.310
I1	.443	.198	-.007	.598	.072	-.004	.253
I2	.353	.092	.112	.707	.067	.030	.136
I3	.424	.186	.089	.659	.011	.069	.203
I4	.715	.123	.029	.386	.117	.125	.275
I5	.613	.208	-.037	.350	.147	.075	.288
K1	.317	.273	.262	.180	.052	.230	.443
K2	.398	.136	.158	.376	.211	.108	.583
K3	.291	.043	.236	.257	.119	.187	.727
K4	.502	.093	.207	.318	.164	.193	.585
K5	.397	.122	.104	.086	.156	.202	.655

The analysis, while not designed as confirmatory, nonetheless provides support for the construct integrity of subscale E (Staff Development), confirming the previous analysis, and subscales G (Leadership) and C (Coordination with the Regular Classroom). In addition, four of the five items on subscale F (Evaluation Used for Project Improvement) load on Factor 6, suggesting moderate support for the distinctness of that subscale.

The factor analysis does not support subscale A (Positive Climate) as a measure of a distinct construct. Instead, it supports the view that climate is itself a composite construct. For example, item A3, "Chapter 1 instructional groups have an orderly and friendly atmosphere," loads moderately on Factor 4 along with item I2, "Time spent on interruptions and transitions is minimized." An orderly atmosphere contributes to a "positive climate" and to high academic learning time. The failure of subscale items to load on a single factor, the low reliability of the subscale (.70), and the large number of high correlations between scale and offscale items suggest that this subscale should be eliminated.

The analysis suggests that Subscale I (Academic Learning Time) is in need of revision. All five items load .35 or above on a single factor, Factor 4, but inspection of the correlation coefficients indicates that items I4 and I5 correlate as highly with several items in several other subscales as highly as they do with items in their own, particularly items in subscales H (Appropriate Instruction) and J (High Expectations). As in the previous analysis, the case can be made for a scale of Instructional Quality subsuming the subscales with high loadings on Factor 1.

Conclusions and Recommendations

Analyses of subscale reliability, inspection of item correlation coefficients, and exploratory factor analysis provide moderate evidence of support for the overall construct integrity of the Self Assessment Instrument of Chapter 1 Program Quality. Three of the 13 subscales have high internal consistency and measure clearly distinct constructs. They are subscales E (Staff Development), C (Coordination with the Regular Classrom), and G (Leadership). Two others, B (Clear Goals) and F (Evaluation Used for Improvement) have moderately high reliability and distinctness, but could be improved by revising a single item. Two have very weak evidence of construct integrity, and probably should be eliminated or completely reshaped. They are subscales A (Positive Climate) and M (Excellence Recognized and Rewarded). The Parent Involvement subscale (D) is a case to itself: there is a clearly identifiable parent involvement factor, but it draws on several items which are not currently part of the Parent Involvement subscale. This subscale should be revised by bringing these items together.

The remaining four subscales (H, Appropriate Instruction; I, Academic Learning Time; J, High Expectations, and K, Regularly Monitored Student Progress) all touch upon qualities of good instruction. They have reasonably strong internal consistency, but they correlate highly with one another – so much so that there is little evidence that they are measuring distinct constructs. A solution may be to combine these into a single score for Instruction.

The revisions proposed here may improve internal consistency. In addition, construct validation would require an examination of correlation between subscale scores and other measures less reliant on self-report. For example, self-reported estimates of academic learning time should be correlated with independent observational studies. Further, the central assumption underlying the instrument – that these measures of program attributes are predictive of student learning – should be studied. If any such evidence is forthcoming, time invested in normalizing the instrument would be well spent, so that subscale scores can be expressed in standardized scores reflecting regional or national means and standard deviations.

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SELF ASSESSMENT INSTRUMENT OF CHAPTER 1 PROGRAM QUALITY

A PROGRAM IMPROVEMENT AID

CHAPTER 1 TECHNICAL ASSISTANCE CENTER
NORTHWEST REGIONAL EDUCATIONAL LABORATORY

JANUARY 1987

CHAPTER 1 SELF-ASSESSMENT FORM

(A)

		Not at all like our program				Very much like our program
I.	POSITIVE CLIMATE					
1.	A "can do" attitude pervades the Chapter 1 program.	1	2	3	4	5
2.	Teachers feel the administration is supportive of Chapter 1 efforts.	1	2	3	4	5
3.	The Chapter 1 classrooms/instructional groups have an orderly and friendly atmosphere.	1	2	3	4	5
4.	Children's work and materials are displayed in an attractive manner.	1	2	3	4	5
5.	Teachers pay attention to student interests, problems, and accomplishments.	1	2	3	4	5

TOTAL ____

(B)

II.	CLEAR GOALS AND OBJECTIVES					
1.	All Chapter 1 staff work toward achieving a defined set of explicit educational goals.	1	2	3	4	5
2.	Program teachers know how their instructional objectives fit with the regular curriculum.	1	2	3	4	5
3.	Unit or lesson objectives are set in a timeline for instructional planning.	1	2	3	4	5
4.	Teachers and students are aware of the objectives they are working on.	1	2	3	4	5
5.	Most parents are aware of program goals.	1	2	3	4	5

TOTAL ____

(c)

		Not at all like our program				Very much like our program
III.	COORDINATION WITH REGULAR PROGRAM					
1.	Program curriculum is congruent with the regular school curriculum.	1	2	3	4	5
2.	Program teachers know how their instructional objectives fit with the regular curriculum.	1	2	3	4	5
3.	Chapter 1 teachers meet weekly with regular classroom teachers to coordinate instruction.	1	2	3	4	5
4.	Information regarding student needs and progress is shared between regular and Chapter 1 teachers.	1	2	3	4	5
5.	When children participate in more than one special program, instruction is coordinated across all concerned programs.	1	2	3	4	5
				TOTAL		____

(d)

IV.	PARENT/COMMUNITY INVOLVEMENT					
1.	Parents are aware of their child's Chapter 1 objectives and activities.	1	2	3	4	5
2.	There is frequent two-way communication between parents and staff.	1	2	3	4	5
3.	Staff members provide parents with information and techniques for helping students learn.	1	2	3	4	5
4.	Parents and volunteers have options for becoming involved in activities that support the instructional program.	1	2	3	4	5
5.	Procedures for involvement are clearly communicated to parents.	1	2	3	4	5
				TOTAL		____

		Not at all like our program				Very much like our program

(E)

V. PROFESSIONAL DEVELOPMENT AND TRAINING

1.	Chapter 1 teachers have regular opportunities for staff development.	1	2	3	4	5
2.	Inservice is planned to respond to identified needs or goals.	1	2	3	4	5
3.	Content in staff development addresses instructional issues and priorities.	1	2	3	4	5
4.	Feedback from instructional observations emphasizes improving instruction and student achievement.	1	2	3	4	5
5.	Staff development occurs in a sequence of related activities over time and not as "one shot" workshops.	1	2	3	4	5

TOTAL _____

(F)

VI. EVALUATION RESULTS USED FOR PROJECT IMPROVEMENT

1.	Staff follow set routines for collecting, summarizing and using student performance information.	1	2	3	4	5
2.	Teachers are aware of measured gains or losses in their students' achievement.	1	2	3	4	5
3.	Assessment results are used to target areas needing special attention.	1	2	3	4	5
4.	Program strengths and needs are assessed and improvement plans are implemented.	1	2	3	4	5
5.	Chapter 1 staff change practices based on local evidence of need.	1	2	3	4	5

TOTAL _____

		Not at all like our program				Very much like our program
(G)						
VII.	LEADERSHIP					
1.	Program leadership articulates a clear set of goals.	1	2	3	4	5
2.	Program leaders work cooperatively with all staff to improve student performance.	1	2	3	4	5
3.	Leaders facilitate planning and communication among staff.	1	2	3	4	5
4.	Leaders initiate organized and systematic improvement strategies.	1	2	3	4	5
5.	Leaders carefully monitor new practices.	1	2	3	4	5
				TOTAL		____
(H)						
VIII.	APPROPRIATE INSTRUCTIONAL MATERIALS, METHODS AND APPROACHES					
1.	Instructional materials are appropriate for the child's developmental level and match desired objectives.	1	2	3	4	5
2.	Academic tasks are matched to lesson content so student success rate is high.	1	2	3	4	5
3.	Instructional materials and activities are interesting and varied.	1	2	3	4	5
4.	Teachers set and maintain a brisk pace for instruction.	1	2	3	4	5
5.	Teaching is interactive, and emphasizes explanation and demonstration.	1	2	3	4	5
				TOTAL		____

		Not at all like our program				Very much like our program
(I)						
IX.	MAXIMIZE ACADEMIC LEARNING TIME					
1.	Teachers have assignments or activities ready for students when they arrive.	1	2	3	4	5
2.	Time spent on interruptions and transitions is minimized.	1	2	3	4	5
3.	Classroom routines are smooth and efficient.	1	2	3	4	5
4.	Students are directly engaged in high-success activities focused on instructional objectives a high proportion of time.	1	2	3	4	5
5.	A large proportion of time is spent in teacher-student academic interaction.	1	2	3	4	5
				TOTAL		____
(J)						
X.	HIGH EXPECTATIONS FOR STUDENT LEARNING AND BEHAVIOR					
1.	Teachers believe that all Chapter 1 students are capable of mastering basic skills.	1	2	3	4	5
2.	Teachers insist that all students master each day's lesson.	1	2	3	4	5
3.	All students are given approximately the same number of opportunities to respond in class.	1	2	3	4	5
4.	All students are expected to work hard to attain priority learning goals.	1	2	3	4	5
5.	Teachers let students know that there are high standards of social behavior in the classroom.	1	2	3	4	5
				TOTAL		____

(K)

		Not at all like our program				Very much like our program
XI.	CLOSELY MONITORED STUDENT PROGRESS					
1.	Assessment procedures are used to check student progress regularly.	1	2	3	4	5
2.	To check understanding, teachers ask clear questions and make sure all students have a chance to respond.	1	2	3	4	5
3.	Practice and instruction are provided until understanding or mastery is demonstrated.	1	2	3	4	5
4.	Correction or re-teaching occurs in response to student errors.	1	2	3	4	5
5.	Teachers use assessment results for instructional diagnosis and to evaluate their own teaching methods.	1	2	3	4	5

TOTAL ____

(L)

XII.	REGULAR FEEDBACK AND REINFORCEMENT					
1.	The instructor recognizes appropriate academic responses from pupils with immediate, specific praise.	1	2	3	4	5
2.	Classwork and homework are returned promptly with positive responses and suggestions.	1	2	3	4	5
3.	Students experience a high rate of success on required academic tasks.	1	2	3	4	5
4.	Feedback to students is simple and clear.	1	2	3	4	5
5.	Feedback to students is tied to learning objectives.	1	2	3	4	5

TOTAL ____

(M)

		Not at all like our program				Very much like our program
XIII. EXCELLENCE RECOGNIZED AND REWARDED						
1.	Students are made aware of their achievements and progress.	1	2	3	4	5
2.	Awards are set at several different levels of performance, providing all students with opportunities for success and recognition.	1	2	3	4	5
3.	Parents are regularly told about student successes.	1	2	3	4	5
4.	Administrators provide teachers with praise, support, and recognition whenever possible.	1	2	3	4	5
5.	Outstanding Chapter 1 practices are identified, recognized, and disseminated to others.	1	2	3	4	5
					TOTAL	____

___ Chapter 1 Teacher
___ Chapter 1 Coordinator or Director
___ Chapter 1 Aide
___ Principal
___ Other